

Kwik Fit unpaid traineeships 'unacceptable'

Eleanor Radford

@EleanorRadford

Kwik Fit has come under fire from the National Union of Students (NUS) for running unpaid traineeships of up to 936 hours across five months.

An investigation by *FE Week* found the car servicing firm advertising "multiple" 16 to 18 vacancies "nationwide" on the government's National Apprenticeship Service (NAS) website.

But the advert, which said trainees would do a "maximum of 39 hours a week Tuesday to Saturday" for up to 24 weeks, was removed after *FE Week* started looking into the posts. It reappeared hours later with a line saying "most weeks will be less".

Joe Vinson, NUS vice president for FE, said: "Expecting young people to be unpaid in a traineeship of up to 39 hours a week for a five-month period is unacceptable.

"Unfortunately, it's likely that this is just one example of the many organisations across all industries."

A spokesperson for Kwik Fit, which had a turnover of nearly £640m for the year ending March 2012, defended its traineeship scheme.

He told *FE Week*: "Participants will spend their entire period training and will never work unsupervised and we hope that people will actually complete their training modules more quickly than the maximum period allocated. Our hope is that they will become Kwik Fit apprentices but whatever they decide to do, they will be far more ready for work than when they started with us."

All of the 120 traineeship vacancies offered by firms advertising on the NAS website as of Tuesday, September, 17, were unpaid. However, Kwik Fit was the only firm asking for more than 35 hours a week as part of their traineeship — the government's flagship policy launched last month to reduce youth

unemployment. Kwik Fit, graded outstanding by Ofsted following its last inspection in June 2008, was also the only organisation on the website named as both the employer and training provider.

It is understood that the Skills Funding Agency will pay Kwik Fit an average of £1,250 to £2,000 per trainee. The firm can run traineeships because it has an apprenticeship contract. The contract, which also funds traineeships, is worth nearly £2m for the current academic year.

Kwik Fit's spokesperson said trainees would spend a total of around 10 days in the classroom or workshop and the remainder on-the-job, where activities would include tyre-fitting and stock-handling.

The government says traineeships must have a "high quality" work placement with English and maths qualifications offered, if needed and can take from six weeks to six months. But, with no official requirement that trainees be paid, NUS's Mr Vinson said: "We are seeing an increasing amount of traineeships turn into what are effectively unpaid internships."

The Kwik Fit spokesperson said: "We provide an industry leading apprenticeship scheme which delivers exceptional value to the tax payer. We receive 18,000 applications each year, however our experience shows that while some school leavers have the right attitude or personality, for one reason or another they aren't quite work-ready. We want to help those people close that gap and get ready to take their first step on to a career ladder.

"We hope they succeed and go on to an apprenticeship with us, but there is no imperative for us to introduce traineeships — in fact the scheme will cost us more in time and resources than we will receive in funding."

There is no suggestion Kwik Fit vacancies breach traineeship rules.

See editorial on page 4

Labour shadow visits Walsall College

Monday, September 23, 2013
www.feweek.co.uk



Opposition skills taskforce update — pages 10 and 11

Tristram Hunt MP interviewed by *FE Week* editor Nick Linford and (inset) on a college tour

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Top free college meal tweets:

 @DPMoffice
Govt will extend free school meals to disadvantaged students in further education & sixth form colleges

 @matthancockmp
Congratulations to @halfon4harlowMP and @AoC_info on their campaign for free lunches in Colleges - successful today

 @NicDakinMP20h
EXCELLENT NEWS FOR YOUNG PEOPLE IN COLLEGES @AoC_Campaigns: RT: WE WON! Free meals WILL be extended to disadvantaged students at College!

 @nusus
We're pleased to have supported @AoC_Campaigns fantastic efforts to get free meals extended to disadvantaged 16-18 students in colleges

 @AoC_Campaigns
Day 1 of waking up with no call to action-we won! Feels very surreal, thanks to everyone for your kind words & support along the way

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Colleges' move after bully claims

Rebecca Cooney

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Allegations of bullying and physical abuse have prompted three subcontractor colleges to take over apprenticeships from a Midland-based prime contractor.

A damning Ofsted report found "serious allegations of physical and verbal bullying and harassment" and deemed the National Farrier Training Agency (NFTA) to be inadequate, as reported by FE Week in June.

The Skills Funding Agency (SFA) banned the NFTA, which teaches shoeing and hoof trimming of horses and similar animals, from taking on any new learners until a long-term strategy could be agreed.

The NFTA, based in Peterborough, was the prime contractor with the SFA, organising vocational training for apprentices with approved training farriers (ATFs) across the country.

The NFTA also subcontracted classroom learning to Herefordshire & Ludlow College, Myerscough College and Warwickshire College.

The vast majority of allegations in Ofsted's report on the NFTA were made about learners' treatment during training with the ATFs, not in the colleges.

And the three colleges are due to take over full responsibility for farriery apprentices later this year, drawing funding directly from the SFA.

It is hoped the move will allow colleges to screen ATFs and ensure apprentices' well-being.

A spokesperson for the SFA said it was working closely with the NFTA's parent body, the Farriers Registration Council (FRC).

She said: "We expect all existing learners to

transfer to the colleges currently involved in the delivery of the farriery apprenticeship.

"Our intention is to open up the market to enable a wider range of providers to deliver this provision, should they wish to."

Herefordshire & Ludlow College principal Ian Peake spoke to FE Week on behalf of the three colleges and said the move would be good for farriery.

"We are very pleased to be taking the work on because we're comfortable will be able to deliver a very good quality programme and there won't be the complication of working with more than one body which has really proved to be unhelpful," he said.

The FRC will still accredit training and monitor colleges' delivery, for which colleges will pay a levy, and will have the power to strike off a college that fails to deliver good quality apprentice training.

An NFTA spokesperson said: "Much must now be done to bring the new training system into action so that apprentices are provided with a safe learning environment and an effective and enjoyable training system.

"The timescale has yet to be finalised, but the move of existing training is expected to take place during autumn 2013 with the first intake of new apprentices starting in early 2014.

"The NFTA will continue to exist to run existing apprenticeships until the handover to colleges takes place, which will be sooner rather than later."

The SFA spokesperson added: "We are satisfied with the progress and plans to date, and we are committed to ensuring that all learners receive their full learning and training, with minimal disruption."

Foundation publishes partner commitments

Eleanor Radford

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The Education and Training Foundation has announced £75,000-worth of partner commitments with four FE bodies.

The foundation, the FE sector's self-improvement body, has published its delivery plan for 2013-14, which includes a £25,000 commitment to the Association of Colleges (AoC) to continue clerks and senior leadership programmes.

It has also pledged £15,000 to the National Institute of Adult Continuing Education (NIACE) to research support needs of those teaching English and maths.

The Association of Employment and Learning Providers (AELP) has the same figure to help support those delivering traineeships, plus a further £10,000 to research training needs for those managing a dispersed workforce.

The Association of Adult Education and Training Organisations (known as Hoxex) will also benefit from £10,000 to research the needs of community workforces within learning trusts.

The contracts did not go through a

competitive process.

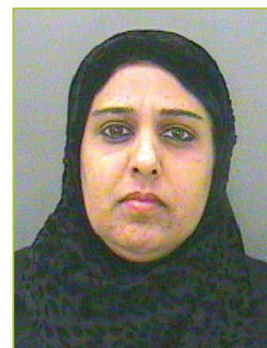
However, Peter Davies (pictured), interim chief executive of the foundation, has told foundation owners AoC, Hoxex and AELP, and other membership bodies, the process of handing out contracts had to be "open".

"I have written to the sector membership bodies to explain that the foundation cannot simply decide by itself or with the sector bodies to commission work directly from them without a proper open process, including tendering in the vast majority of cases," he told FE Week.

"Nevertheless we remain committed to working with and through the sector bodies wherever possible."

The foundation has also released details of novated contracts with Design Telecoms, Call Sense and New Voice Media to support the FE advice line; and Texuna and Dudobi to support staff individualised record data collection.

It also has novated contracts with Tintisa Technologies, Oxford Computer Consultants and ComputerMinds to support digital services. The information released by the foundation indicates that the values of the contracts vary and range from less than £5,000 to up to £100,000.



Jailed

A Lancashire college purchasing officer has been jailed for a year for using a work credit card to splash out more than £21,000 on solicitors' bills

for her divorce and trips to Alton Towers and Florida. Shaheda Lorgat (pictured) illegally used a Blackburn College account to pay for a host of personal items and services. She was given a 12-month prison term at Preston Crown Court on Tuesday, September 17.

The 42-year-old, of Mossdale, Blackburn, had pleaded guilty to 19 counts of fraud by abuse of position. Lorgat got concurrent 12-month jail sentences for each count.

The offences took place between July 2008 and January last year.

Defending, Leila Ghahhary said: "When her husband left her, she felt a desperate need to pretend to the outside world that everything was okay.

"Her state of mind and emotional anxiety and the stress she was going through at the time led her behave in a way that projected something totally different, hence the spending."

Recorder Robert Crawford told Lorgat: "All these things you did with public money that should have been spent on an educational institution."

PC Anita Whittle, from Blackburn Police, said: "I am pleased with the sentence, especially given the amount of money spent on Blackburn College's credit card which was there to be used for things that benefit the college and its students."



"We are committed to achieving the best value in all of our activities and we're committed to ensuring the sector receives the valuable services it wants and needs," said Mr Davies.

He added: "We are committed to having an open and transparent process and future contracts and agreements will include statements that, unless they are commercially sensitive, we intend to publish indicative values for contracts or commissioned work."

The foundation launched officially last month and is currently funded by the Department for Business, Innovation and Skills from August to April next year with £18.8m, excluding VAT, and the same figure again for the following year.

Exam talks over Ramadan clash fears

Eleanor Radford

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Qualifications bodies have been in talks Muslim groups over concerns the summer exams season could be affected by Ramadan.

The Joint Council for Qualifications (JCQ) is among those working to “reduce as far as possible the impact” of the month-long religious period, which is expected to fall in the key academic months of June and July in three years’ time.

It could affect the exams season right up to 2023 prompting concerns — shared by the Muslim British Council (MCB) — about learners getting up before dawn to eat so they can observe daytime fasting.

There are fears that interrupted sleep could affect grades.

A spokesperson for the JCQ, which is responsible for timetabling A-level and GCSE exams, said: “We have met with Muslim groups to discuss the changing dates of Ramadan and

how, over the coming years, it will increasingly clash with examinations.

“We will be working closely with Muslim groups on the setting of future timetables to reduce as far as possible the impact on those observing Ramadan.

“There are limitations on how flexible the timetables can be but, for example, we will review whether a balance of morning and afternoon slots or just morning slots are preferable for large entry subjects.”

Ramadan is the ninth month of the Islamic calendar and it changes every year depending on the position of the moon.

Shabnam Khan, secretary of the MCB’s education committee, said: “Muslims who are fasting will usually get up before dawn to have their breakfast — this does interrupt their sleeping patterns and educational centres and places of work are advised to be aware of some of the special aspects of a fast.”

She added: “In 2019 it is expected that the month of Ramadan will coincide fully with the end of year examination period.

Zero-hour review gets unions’ welcome

Chris Henwood

@Chris_Henwood

Further education unions have given a cautious welcome to newly-announced government consultations on zero-hour contracts and apprentice pay.

A review of the controversial employment agreements over the summer has finished and Business Secretary Vince Cable said it was being followed up with a consultation, looking closely at “exclusivity” — whether the contracts were being used to stop workers getting jobs elsewhere.

He has also asked the Low Pay Commission (LPC) to investigate how the national minimum wage (NMW) — which stands at £2.65 for apprentices (but goes up 3p next month) — might “rise by more than current conditions allow”.

Just weeks after *FE Week* reported on research from the University and College Union (UCU) that suggested nearly two out of every three colleges had teachers on the controversial zero-hour contracts, Dr Cable said: “It is clear they [zero-hour contracts] are much more widely used than we had previously thought.

“It is also clear that there are abuses in the system, especially around the issue of exclusivity which some employers are demanding from workers on these contracts.”

Critics of zero-hour contracts argue they create uncertainty in the workforce, leaving staff without sick or holiday pay, and make it difficult to get tenancy agreements, credit cards or loans because it is impossible to show a regular income. But proponents claim they allow for flexible working patterns and mean employers can take on more staff.

A UCU spokesperson told *FE Week*: “We welcome the belated establishment by Dr Cable of a consultation on zero-hour contracts.”

He added: “We will be submitting detailed evidence to the consultation and we will argue

that education is best served when practitioners operate in a secure, decently-rewarded working environment.”

Norman Crowther, national official for post-16 education at the Association of Teachers and Lecturers, said: “We are pleased the government is reviewing zero-hour contracts and want it to be alert to the wider effects of such contracts on the general workforce, on effective team working, and on the status of professional lecturers in further and higher education.”

Meanwhile, Dr Cable said he wanted the LPC to look at the NMW to “make sure that the benefits of growth are shared fairly across the board”.

He added: “I have asked the LPC to look at what economic conditions would be needed to allow the NMW to rise by more than current conditions allow.”

Toni Pearce, president of the National Union of Students, said: “It is encouraging to see the government will be looking into making wages fairer across the workforce.

“We shouldn’t forget that the two thirds of students are workers too and being able to increase the NMW more easily is definitely something that could directly and immediately improve many students’ financial circumstances. However, these measures do not stand to help the many students and young people that are being exploited either in unpaid internships and badly, and sometimes illegally, underpaid apprenticeships.”

Members of the LPC plan to visit Gloucester and Newport on October 3 and 4 and want to meet people affected by the NMW.

Contact Roz Hands by emailing rosalind.hands@lowpay.gov.uk to meet a commissioner.

The LPC is due to report back to Dr Cable in the spring. The launch date for the zero-hour contracts consultation is expected to be confirmed later this year.

See page 6 for an expert piece

Ramadan fact file

There are several reasons why Ramadan is considered important, including it being the month when the Muslim holy book of Islam, the Qur’an, was first revealed.

“The spiritual and moral dimension of fasting is considered to be of far greater importance than the physical dimension,” said Shabnam Khan, secretary of the Muslim British Council’s education committee.

During Ramadan, Muslims will focus on additional worship and God-consciousness in order to improve themselves.

Fasting involves completely abstaining from all forms of nourishment, food, liquids (including water) and smoking from dawn to sunset for the whole month lasting 29 to 30 days as per the Lunar cycle.

It is obligatory for all males and females to fast once they attain the age of puberty — for some this can be as young nine.

Information courtesy of the Muslim British Council

“To help students reach their potential and to help educational centres in the UK as much as possible, the committee is working in consultation with various organizations including Ofqual, JCQ as well as with schools across the country ... to assess this impact.”

A spokesperson for Ofqual, which last month invited the JCQ, MCB and education charity VIP Minds, to its offices in Coventry to explore the concerns, said it was the first time the issue of Ramadan falling on the exams season had been raised.

She said: “We recently invited JCQ, MCB and the charity VIP Minds to a meeting to discuss the issue of students fasting for Ramadan and examination timetables.

“Timetabling for GCE/GCSE examinations is the responsibility of JCQ and as a result of the recent meeting they are working with VIP Minds to look at the most effective timetabling for exams from 2016.

“We are also considering the impact of Ramadan on linear assessments as part of our equality analysis into the proposed GCSE reforms.”

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Editor's comment

Making traineeships work

Traineeships, as I said in my Newsnight interview, are a good thing — particularly given youth unemployment is on the rise again.

But let's also be clear that the government has taken ownership of the term 'traineeship' and it is not intended to be a qualification-based programme.

It is a government-funded work placement scheme, with some work preparation and English and maths training where required.

The total time, most of which is likely to be the work placement, determines the amount paid to the training provider, in this case Kwik Fit.

So the tension comes from the government paying thousands of pounds in work placements for potentially unpaid trainees.

For traineeships to succeed, the government must protect learners from the threat of exploitation from both the training provider and employer.

When trainees are adding value in the workplace they should be paid, something the TUC argued as part of its Traineeship Charter, published last month. And even when paid, it is also important that traineeships do not become an unnecessary and costly pre-apprenticeship programme.

The FE sector needs to work with employers to rally round the programme which, when done the right way, is the difference between being out of a job or developing the workplace experience and employer reference to get a job — and keep it.

Nick Linford, editor

Correction

It's hard to imagine a provider taking umbrage with credit for an outstanding verdict from Ofsted.

And indeed Hull College didn't, but last week's coverage on the launch of its 14 to 16 offering said the grade one result came in February. It actually came in August 2009.

Meanwhile, Institute for Learning president-elect Penny Petch was the subject of an error in the Movers and Shakers section. Her first name is not "Panny".

But away from last week's paper and onto our Ofsted supplement a fortnight ago.

Its explanation of the teaching, learning and assessment limiting grade said providers, "have to of achieved" outstanding. That "of" should have been "have".

A reader, who used to be an editor and proofreader, got in touch and said: "I would have been shot for getting that one wrong."

Have you spotted something wrong with this edition of FE Week?

If so, feel free to tell us about it, including the page number and story headline, and explain what the problem is. Email us at news@feweek.co.uk with Corrections in the subject line.



Colleges win meal deal, indies miss out

Eleanor Radford

@EleanorRadford

Further education students are to get free school meals, the government has announced — but learners at independent training providers (ITPs) will miss out, *FE Week* has learned.

The Deputy Prime Minister and Liberal Democrat leader Nick Clegg said the government would extend complimentary lunches to disadvantaged 16 to 18-year-olds at general FE and sixth form colleges.

The move is expected to kick in this time next year, despite disadvantaged youngsters at school sixth forms already getting free food.

It comes more than a year after the Association of Colleges (AoC) launched its No Free Lunch? campaign — symbolised by a lollipop.

The AoC welcomed the move, with chief executive Martin Doel labelling it "great news," but the Association of Employment and Learning Providers (AELP) was critical after it emerged ITP learners would not be eligible.

Stewart Segal, AELP chief executive, said:

"We are delighted that disadvantaged students in sixth forms and colleges will benefit but a fair policy should cover all disadvantaged young people in programmes funded by the Education Funding Agency.

"As we had to point out in making representations previously about rules for the former Education Maintenance Allowance, the outreach of independent providers, including many charities, takes them into the most deprived estates and communities in the country and the young people they support should also be beneficiaries."

Further, a Liberal Democrat spokesperson, who had confirmed ITP learners would not get free meals, said traineeships were not covered either. A Department for Education spokesperson had directed *FE Week* to the Liberal Democrats for comment.

Chris Walden, director of communications and public affairs at the AoC, said: "Our successful campaign for the funding of free meals to be extended to disadvantaged 16 to 18-year-olds studying full-time in general FE or sixth form colleges was launched before the traineeship programme was developed, but we'll be discussing the details with ministers and officials and this issue will no doubt come up."

Mr Clegg announced his £600m plans, which include free meals for all children in the first three years of primary school from next September, at his party's conference in Glasgow last week.

He said: "Universal free school meals will help give every child the chance in life that they deserve, building a stronger economy and fairer society."

AoC's No Free Lunch? campaign enjoyed the support of MPs including former Education Secretary David Blunkett and Nic Dakin, a former college principal.

Skills Minister Matthew Hancock was pictured in *FE Week* in November being handed a campaign lollipop at the AoC conference in Birmingham.

The campaign peaked earlier this year when around 10,000 students, MPs and members of the public signed an e-petition on the 10 Downing Street website.

Conservative MP for Harlow Robert Halfon also championed the cause, securing a parliamentary debate on the issue which had been due to take place next month.

After presenting a motion to the Backbench Business Committee on Tuesday, September 10, he gained support from 75 MPs, including 18 from other political parties.

Comment

Success for the free lunch campaign

This is really good news, many of our young people aged 16-18 are not in a position to pay for lunch on a daily basis, and whilst we provide our 16-18 with a luncheon voucher, there are many parents/carers that are not in a position to do so, and some ask the young people to use their travel expense funds instead. I'm sure that this will be seen as a very welcome gesture in these times of hardship.

Abi Osho

Tackling the lack of FE research [see online]

I think there is actually a lot of robust research carried out in FE but we don't get time to rewrite for publication. Sadly many FE practitioners also feel that their writing will be highly criticised which puts them off publically sharing their research and findings. An area for sharing dissertations and essays might make a good start. Maybe there is one but it isn't well known.

Rosie Douglas

See expert piece on page 9

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FE Week profile

Jacqui Henderson ~ her story

Rebecca Cooney

@RebeccaKCooney

The chair of governors at Northumberland college talks to FE Week

After an hour with Jacqui Henderson CBE, the former London regional director for the Learning and Skills Council, I feel I have barely scratched the surface.

The energetic Henderson is certainly busy — aside from being managing director of Creative Leadership and Skills Ltd consultancy, she is vice chair of Newcastle University, chair of governors at Northumberland College and chair of the Northumberland Clinical Commissioning Group.

She also sits on the Labour Party skills taskforce.

At 63, her outlook on life seems to be inherently forward-looking.

“I think in a way, my pet hate is whingeing,” she says.

“I always feel ‘oh why don’t you just get on and do something about it?’ —it’s about sitting down and thinking ‘what have we got to do to make this work?’”

This attitude seems to be both influenced by and in contrast to the outlook of her father, Jack Harrison.

He was a miner and a member of the critically-acclaimed Ashington Pitmen Painters group, and she describes him as “an avid reader and a very intelligent man”.

Jack passed his scholarship as a boy, but, says Henderson, he wasn’t given the opportunity to progress further.

His response was to channel his creativity into his painting and develop a mantra of being content with your lot and “knowing your place”.

“I’ve come to think ‘know your place’ in a different context to my father’s interpretation,” she explains.

“I think it’s good if you can to know where you are and why you’re there and where you want to be.”

But while Jack had a big impact on Henderson, it took until her late twenties for her to realise how influential her mother, Dolly, had been.

“My mother was poorly educated, but wanted to me very much to be something different and have a different life to the one she had,” says Henderson.

“I was never ever at home allowed to speak Geordie or Pitmatic [Northumberland mining dialect] so on reflection I feel she probably had an equal if not more important role.”

However, she says her parents still deemed educating a girl to be “a bit of a waste of time,” and she left school with no qualifications.

“As far as my parents were concerned, as a young woman, my place was getting a job in the colliery office, which was the ultimate success,” she says.

But Henderson had other ideas, working in shops, offices and finally the civil

service instead.

“I’d wanted to be a teacher from the day I started school,” she explains.

“I liked the concept of working with people, but I knew there wasn’t an opportunity to go to college because that wasn’t in my family’s horizons.

She adds with a smile: “I realised I probably was just a rather stubborn young woman.”

Henderson had met husband Arthur at 18 while she was working at a local pharmacy and he was an apprentice builder working on an extension to the shop.

They were married three years later and had two children, Susan and Stephen.

At 25, Henderson read a newspaper article that would change her life.

“It was about a woman who sounded just like me, who was married and had small children and who was going to college to learn to be a teacher,” she explains.

“I’d never thought you could do that — I thought if you’d missed your chance as a young person, that was it.”

She applied for teacher training, but first attended her local FE college full time for a year, where she was “a bit of an oddity”.

The experience inspired her interest in FE, although initially she taught in junior schools, before taking on part-time youth work.

“It was exciting doing things with older young people, 16 to 19, even though I had a very difficult client group — I ran the youth club that the young people who were banned from the nice youth club went to,” says Henderson.

She moved into FE, which she “loved from day one,” eventually becoming senior lecturer in courses for the unemployed at South Shields Marine and Technical College (now South Tyneside College).

“When I went to the college it had a history of what one could describe as poor governance”

She taught for 16 years before going on to hold a range of positions within the sector, including chief executive of the Training and Enterprise Councils’ National Council and chief executive of UK Skills.



Jacqui Henderson’s father Jack (inset) with fellow pitmen painter Oliver Kilbourn in the Ashington Group hall in 1982

In April last year, she became chair of the “failing” Northumberland College.

“When I went to the college it had a history of what one could describe as poor governance and a long, turbulent management history,” she says.

The college had huge financial difficulties, and before Henderson’s arrival had decided to merge with Newcastle College.

However, the relationship soured and at the last minute the merger was called off, triggering the resignation of the chair and half the governors at Northumberland College.

“There were more people who were new than had been there before so it was a challenging situation,” explains Henderson.

“As we were beginning to get back on an even financial keel, we recruited a new principal, but unfortunately for sincere personal reasons, she decided the week before she was due to start

that she could not come.

“The local press headline, I think, was ‘ruderless college’ — so my first job was to speak to the staff to say it’s not that... we’re here to support you, you’re doing a good job and you need to keep doing that.

“It was a very hard time.”

However, an Ofsted inspection in January this year resulted in an overall grade of good.

“It isn’t just us who think this is a good college now,” she says. “The inspection made other people view us differently.”

Henderson speaks with obvious pride and enthusiasm about plans for the college’s future.

“One of the new land-based initiatives is to do with outdoor pursuits, and they have a zipwire so I went down there which was pretty exciting.

“I like to try new things. I’ve done a bit of abseiling and rock climbing, and I’d really love to go up in a glider.”

Her plans for her own future include setting up a group to help people like herself and her mother.

“I want to form a grouping of women in senior positions to mentor young women and boys,” explains Henderson.

“For young people in the most deprived areas of Northumberland, it’s not lack of aspiration, it’s lack of expectation, you know ‘people like us don’t do X and Y’, so I’d like to do something that helps them.”

It’s a personal thing

What’s your favourite book?

Sophie’s Choice by William Styron

What’s your pet hate?

Whingeing

If you could invite anyone to a dinner party, living or dead, who would it be?

I’d rather like to have afternoon tea with Elizabeth I and Clementine Churchill [wife of Winston Churchill]

What did you want to be when you grew up?

A teacher

What do you do to switch off from work?

At weekends my husband and I like to explore the lovely coastline and cultural heritage of Northumberland, read, listen to music and spend time with the family

FE Week experts

Learner voice: teacher voice?

Taking the learner voice into account is key — but the teacher voice needs to be listened to as well, says Dr Peter Lavender.

Learner voice specialists are staff we often admire, but who frequently remain invisible in professional terms, not being part of the teaching workforce.

As a college governor, you find evidence of their work in the confidence of student unions the support of corporation student members and in learner forums having the processes and skills needed to ensure that learner views are expressed and heard.

So the new Learner Voice Practitioners' Network, launched by the National Union of Students (NUS) in June, is very welcome.

During a 2012 research study on learner voice in vocational education led by Australia's University of Ballarat, we found that a common policy problem in Australia and England is that the state rarely defines the purposes for learner voice. This leads to uneven practice.

In the study, providers saw learner voice as important for information-giving marketing quality improvement securing equity helping students learn about democratic processes and enabling better ownership of their own education.

“There are few systems, if any, compared with learner voice, for ensuring teachers can have their views aired”

All these and other purposes can be seen in a 'learner voice' model developed by the Learning and Skills Improvement Service (LSIS), against which providers can see where they are on a kind of continuum.

The model stimulates critical discussion of learner voice approaches and reflection on what providers are doing most effectively.

In hindsight, we could probably have described the framework along the lines of the 'expansive-restrictive' continuum as proposed by Professor Lorna Unwin.

It heartens me to think that much of the development work by LSIS, with Ofsted's new enthusiasm for hearing what learners think about their education, has supported the continuation of learner voice



strategies by providers.

Much of the good practice in developing materials to support learner voice processes has been encouraged jointly by the NUS and LSIS the Learner Voice Awards and development materials for practitioners are good examples.

On reviewing the data in the 2012 learner voice research, I noticed a theme — a growing disquiet felt by some managers in some colleges. It wasn't about learner voice, but about teacher voice.

One senior manager said: "It's not learner voice that concerns me ... I have real doubts about whether their [teachers'] voice is heard systematically here."

It is not that teachers are not being heard in their teams when they speak up, but that there are few systems, if any, compared with learner voice, for ensuring that teachers can have their views aired about matters that concern them — more widely and more systematically than through trade union meetings, the local curriculum team or large, all-staff conferences.

Reviewing our systems for teacher consultation, inclusion and involvement against the LSIS learner voice model would be illuminating and should generate an interesting debate.

The key question, as it is for learners, might be: "If the ultimate goal is to ensure that teachers are fully empowered here, what would the systems look like in this institution?"

The model for learner involvement differentiates between informing learners (or teachers) and empowering them. It seems obvious to me that there should be a teacher and trainer involvement strategy to complement the learner strategy.

The increasing attention being given to learning, teaching and assessment means that governors must have a more systematic way of hearing from teachers and their view of these things.

In a recent peer review and development exercise by governors at three colleges in the East Midlands, focusing on governance, we concluded that a key thing to get right is the importance of asking the powerful questions and hearing answers from those with powerful and informed perspectives — teachers and learners.

Dr Peter Lavender, member of the Institute for Learning, governor at North Warwickshire and Hinckley College, and former chair of the Learning and Skills Improvement Service Think Tank on Learner Voice

No time for zero-hour contracts

Research has suggested that nearly two out of every three colleges have teachers on controversial zero-hour contracts. But says, Jane Scott Paul, many employers and employees don't have a choice but to use them.?

Zero-hour contracts are being debated within the FE sector and wider media after research from the University and College Union indicated more than 60 per cent of colleges had them in place with teachers.

Exploitative, unfair and murky were just some of the terms used to describe the contracts which allow employers to hire staff with no guarantee of work and for individuals to be 'on-call' around the clock.

The arrangement means an employee only works as and when they are needed and is only paid for the hours they work.

The widespread scale of this practice across the UK economy has recently been brought to light. According to a survey of 5,000 Unite members, as many as 5.5 million workers could be on the contracts.

The contracts deny the employee important rights including the entitlement to holiday and sick pay and the guarantee of future work.

So why are employers offering agreements

“Why are employers offering agreements which offer no certainty or financial stability? And more importantly, why are employees settling for them?”

which offer no certainty or financial stability? And more importantly, why are employees settling for them?

In these difficult economic times, employers have been forced to make hard choices.

The public sector, including the FE sector, is having to reduce budgets dramatically.

These contracts were created to allow businesses the flexibility to respond to fluctuations in their workflow by calling on a pool of workers when they are needed.

But it is evident that the use of zero-hours contracts has extended far beyond the types of work for which they were originally designed, with those employed on these terms paying a high price.

While zero-hours contracts are of benefit to some, such as those who wish to work on an



ad-hoc basis (including the retired, students who can only work at certain times of the year, or seasonal migrant workers), in practice, with their widespread adoption, the benefits of flexibility are one-way in favour of employers.

The reality is that many of those employed through these contracts find it immensely hard to plan their lives when they cannot rely on regular work and have a fluctuating income.

We need to ask if the majority of those employed on these contracts wish to be?

Many don't have a choice. With high levels of unemployment most workers are not in a position to be 'picky' and have to take any offer of work, even if hours cannot be guaranteed.

The arrangements are enforced by employers who are either using them to survive or who are exploiting them to cut costs.

But life can be very uncertain for those employed through these contracts — especially for those with families.

Labour leader Ed Miliband said at the TUC conference recently the contracts had been "terribly misused".

It seems the pendulum has swung too far towards thoughtless cost-cutting.

An offer of unpredictable hours and irregular pay is exploitative and is certainly no way to build staff morale and staff cohesion.

While money will be saved in the short-term, a long-term price will be paid if the FE sector is unable to attract and retain the talent it needs to meet the challenges and opportunities it faces.

The Association of Colleges requested good examples of zero-hours contracts. To qualify for that description, the benefits and risks must be shared equally between employer and employee. I suspect that examples of good practice will be few and far between.

David Prentis, general secretary of Unison, commenting on zero-hours contracts summoned up an alarming spectre: "They wind the clock back to the bad old days of people standing at the factory gates, waiting to be picked for a day's work."

This is not something we want to see in 21st Century Britain.

Jane Scott Paul, chief executive, Association of Accounting Technicians

FE Week experts

Virtually taking advantage of change

Change is inevitable. And preparing for it and adapting to it could lead FE to a bright future despite predictions of government funding cuts and evermore specialised training needs, explains Shaun Hughes.

Of all the educational sectors, FE is widely recognised as having to change the most and evolve the fastest.

So what are the tools that can best help colleges adapt to those changes, not just now but in the future?

As the new product manager for the FE market at Tribal, my job is to manage change. But my entire career has been spent adapting to change.

I graduated in Australia as an astrophysicist, taking up various posts around the world, first in the USA and then the UK, using the biggest and most advanced telescopes to explore how the universe changes on cosmic timescales.

Funding cuts in astrophysics triggered my decision to move into IT, creating software for schools.

But even within IT, my role changed within and across different industries, from analysing systems and business needs in the telecoms sector, to now adapting the UK's leading management information system (MIS), and to the evolving needs of learner administration

in FE colleges.

If we are positive about change, and better, if we plan for change, we can then identify the opportunities that it presents and turn change into an advantage.

Year on year the FE sector changes in response to new regulations, funding models and the fluctuating demands of learners.

Although many of these changes have been difficult, the colleges that have adapted positively to the altered circumstances are the ones that do best.

To take advantage of new opportunities, these colleges analyse their information about learners, their curriculum choices and the fees that are charged and funded to identify the optimum combination that results in maximum value.

To do this quickly and efficiently they need good tools, particularly an MIS that not only stores and tracks this information, but allows it to be efficiently shared and analysed.

Colleges that use these tools are those which become most effective in this changing environment.

But how do these tools need to change in order to continue to give colleges the advantage?

Three notable trends predict the FE tools of the future.

Over the next 20 years the number of people in retirement will grow almost twice as fast as

the number in employment, so funding of public services, including education, will face continuous cuts.

Jobs will become ever more specialised and diverse, creating more niche educational needs, so the curriculum will continue to grow.

So, the only way to offer a wider curriculum with fewer resources will be to rely on Virtual Learning Environments (VLE).

How this can be done while still maintaining high quality educational outcomes will be the biggest challenge FE has ever faced.

So what are the most useful tools in a future VLE world?

While VLE content needs to be relevant and stimulating, learning is more than just digesting curriculum content.

A key skill that's currently missing from VLE platforms is the teacher's ability to instantly monitor student engagement and to adapt their style and pace to maximise that engagement.

Hybrid e-learning is producing similar outcomes to traditional methods because it retains the involvement of the teacher in monitoring student engagement and success.

Colleges will need tools that integrate with VLEs and automatically monitor learner engagement and even predict the learning outcomes of individuals, making this information available to teachers, learners, their



parents and employers wherever they may be, and using it to adapt the learners' Individual Learner Plans.

These tools and mobile interfaces, when integrated and working together via the MIS, will allow the teacher to work in concert with learners to focus scarce resources where they're most needed.

The best colleges and MIS providers are already preparing for this change, and they are the ones that will turn that challenge to their advantage.

Shaun Hughes, global product manager, Tribal



National Centre
for Excellence in the
Teaching of Mathematics

Enhancing the teaching of GCSE mathematics in the FE Sector: an opportunity for those in professional development roles

To help meet the requirement that all students in Further Education settings without a GCSE Grade C at maths continue to work towards that goal, the Department for Education is funding a programme to prepare teachers and other professionals working in the FE sector to lead mathematics professional development.

In the first stage of that programme, the National Centre for Excellence in the Teaching of Mathematics (NCETM) is running a course for anyone currently filling a maths-specific professional development role in the sector. The aim is to prepare a core group of PD leads to go out and deliver a six-month CPD programme to lecturers and teachers who have the potential to teach GCSE maths.

The programme, which leads to the award of NCETM Accredited PD Lead status, starts this autumn and runs over two 24-hour residential sessions, separated by a period in which participants complete an interim college-based PD task.

For more details, and information on how to apply for a place on the course, go to <https://www.ncetm.org.uk/fepdlsp>

FE Week experts

Has online careers guidance lost face?

Schools weren't the only ones frowned upon by Ofsted when it assessed careers guidance. The National Careers Service came in for criticism too and also needs careful consideration, says Stephan Jungnitz.

If you're working in the commercial sector, perhaps the quickest way to your P45 and the dole queue is to encourage potential customers to go and shop elsewhere.

Colleges and schools compete not just with each other for post-16 students, but with training providers, apprenticeships and the jobs market.

At a time of steep reductions in funding, is it realistic to expect providers to encourage potential students to look elsewhere?

Isn't it obvious that an independently-funded careers service is needed?

The government's attempts to ensure all young people have independent careers guidance are woefully inadequate, as Ofsted's recent report "Going in the right direction – careers guidance in school" concluded.

While its report was critical of provision in schools generally, there was also strident criticism of the National Careers Service (NCS) and its web-based service.

Ofsted's report suggested the NCS website failed to strike a chord with young people, which isn't surprising if you've looked at it.

If you try to find providers, most schools and sixth form colleges are absent, as are many large FE colleges.

"This is a national experiment in careers guidance that is failing"

If you search for maths in Cambridge you'll be presented with courses at the university and FE college mixed in with opportunities in Darlington, Grimsby, Macclesfield and Stockport.

The government has taken the criticism of the website on board in its action plan, pledging to "reshape and reprioritise what is available for young people, schools and employers" and to "explore opportunities to make sure careers professionals and school staff are made aware of resources".

However, this is a sticking plaster that does not address the crux of the problem.

Replacing personal Connexions advisers with a website clearly is not working. This is a national experiment in careers guidance that is failing.

It might be worth reflecting upon how the current sorry state of affairs has developed.



Connexions was set up in 2000 to provide a national careers service.

It employed staff to give impartial guidance to young people.

Staff had expertise, and there was no pressure to recommend any particular choice post-16.

However, services did vary substantially in quality.

Instead of addressing these shortcomings Connexions was replaced and many of its services discontinued as funding ceased.

When directed by government to focus largely on those students most at risk, Connexions lost the ability to provide proper careers support to all students.

Ofsted reported in 2010 that students in schools with a sixth form were too often unaware of the range of courses and opportunities offered elsewhere, and recommended that all year 11 students receive impartial advice about options.

Of the £105m funding for the NCS last year, most came from the Department for Business Innovation and Skills and the Ministry of Justice prompting a headline in the national media that read 'More job cash for jailbirds than kids.'

The Department for Education contributes a paltry five per cent of the budget.

There really should be resources made available nationally for independent careers advice for young people, and in particular for face-to-face discussions with an independent adviser.

It simply is not realistic to assume that schools will be able to do this.

Helpfully, Ofsted published another report in March where it may have identified some resources.

In Local Accountability in Colleges it reported that 'planning for new sixth forms has not always been sufficiently well-aligned to demand and demographics in the local area'.

It seems that resources are being frittered away on superfluous new provision when they could be used to fund good careers advice for young people.

Stephan Jungnitz, colleges specialist, Association of School and College Leaders

Taking four aims to guarantee careers advice

The government has pledged to act over careers guidance problems in schools but, asks Martin Doel, is it going to do enough?

Not many of us can have been surprised by the conclusions of Ofsted's report on careers advice, but that doesn't make it any less of a concern. Nor does it mean the report should be ignored by ministers and officials at the Department for Business, Innovation and Skills (BIS) and the Department for Education (DfE).

For those of us across the education world who warned government in 2011 that the careers advice clauses in the then-Education Bill were weak and ill thought through, we can now see the results.

Schools are under a statutory duty to secure advice from a careers service dominated by funding from the government department concerned with adult skills — BIS.

But some schools are not securing independent advice at all.

The law isn't ideal, but changing legislation is time-consuming and often difficult so we need remedies now.

Ofsted produced some very sensible recommendations, some of which were accepted immediately by DfE, including the need to update the statutory guidance.

But I fear that, yet again, we are going to take a few tiny steps towards assuring good guidance when what we actually need is a step change.

"Let's be frank about this, the DfE contribution to the NCS has been extremely disappointing"

That is why we have launched a campaign, entitled Careers Guidance: Guaranteed, with four simple aims.

They surround firstly, inspection. Ofsted should inspect and report on the quality of careers guidance and on whether staff delivering that advice are qualified.

This would be an improvement on the new Ofsted handbook which states only that inspectors should check, "how well leaders and managers ensure that the curriculum provides timely independent information, advice and guidance to assist pupils on their next steps in



training, education or employment".

We think this could be much stronger and the provision of careers advice should be a limiting grade.

Secondly, we want to see local career 'hubs'. Colleges, job centres and local councils should work together to ensure there is such a hub in every area.

Everyone should then know where they can go to get advice about local career options and available courses.

We also want sign-posting to the National Careers Service (NCS).

All colleges and schools should have a widget on their websites linking to the NCS website, making it as easy as possible for young people to find their way online.

But even this is essentially a 20th Century answer to the problem. We also need to think of cleverer ways of using internet search engines for a wiki generation.

Our fourth aim is the most difficult to achieve politically because it involves money. But let's be frank about this, the DfE contribution to the NCS has been extremely disappointing.

In 2012/13, Michael Gove's DfE gave £4.7m to the NCS, compared to £85m from BIS, £14m from the Ministry of Justice and £1.5m from the Department for Work and Pensions.

As an organisation seeking to influence Government we are, of course, very aware of the challenging public funding situation and the fact that DfE is focusing on school funding, often to the detriment of funding for the education of 16 to 18-year-olds.

So, it is not without some hesitation, but absolute certainty of its value, that I state our fourth aim as for DfE to match-fund BIS with regard the NCS.

The NCS will be able to provide a better service to school pupils, ensuring fewer end up not in education, employment, or training; and that fewer drop out of education at the age of 17 after poor choices at 15 or 16. It could also be that more that more pupils become apprentices.

Simply asking keen employers to speak to classes of 14 and 15-year-olds will help widen some horizons, but will not by itself address systemic problems in ensuring careers guidance: guaranteed.

Martin Doel, chief executive, Association of Colleges

FE Week experts

Making the FE voice heard over higher education



Don't let the FE title fool you — higher education is far from the sole preserve of universities, despite what a government review by Sir Andrew Witty seems to be saying, explains Jack Carney.

In spring this year Sir Andrew Witty, chief executive of GlaxoSmithKline and Chancellor of the University of Nottingham, was asked by government to carry out an independent review of the role higher education plays in economic growth and regeneration.

He was tasked with looking specifically at a higher education infrastructure that could deliver the government's Industrial Strategy.

In the summer, the preliminary findings and emerging themes of the Witty Review ("Universities and their communities: enabling economic growth") were published.

Disappointingly, the report was exclusively concerned with the contribution of universities rather than all institutions that offer higher education.

The Manchester College, a member of the 157 Group, was surprised by the omission of any mention of higher education within FE, the higher education route chosen by almost 50,000 learners a year.

This was a missed opportunity to show the truly unique and positive offer to both learners and employers from higher education in FE and took the initiative to submit a response to the review's preliminary findings.

The delivery of the government's Industrial Strategy is a fundamental part of the Witty Review, yet there is no account taken of the key role that our sector already plays in employability and working with businesses — when it comes to engaging with employers locally and enabling economic growth, FE colleges have no equal.

The review's preliminary findings see a central role for research-based universities in leading the strategy, with a growing distinction between these and the teaching universities, which Sir Andrew appears to have seen becoming increasingly private sector.

Sir Andrew looks at how universities can work with local enterprise partnerships (LEPs) and other local organisations that can drive economic growth, such as small and medium-sized enterprises (SMEs).

"We have a voice too, and one that should be listened to in any debate on economic growth and industrial strategy"

And our sector is way ahead of the field in its ability to engage with SMEs, including at the higher education level.

The preliminary report also seems to point to a diminished role for LEPs in the delivery of the industrial strategy, in favour of research-based universities, which seems to be out of step with the government's policy of channelling an increasing proportion of funding through LEPs.

There may well be ways in which LEPs can be improved and adopt best practices, but what they need is our support and active involvement to ensure that there is joined-up thinking

between local need and local solutions.

Could there not be, for example, a highly productive relationship in which universities play the role of economic research partners of councils alongside FE colleges, who are experienced in community engagement, employer links and innovative delivery, all of which support the LEP local regeneration agenda?

The fact is that the higher education sector is an extremely broad and varied one, and the Industrial Strategy's chances of success are reliant on all parts of it, not just the very top in terms of academic research, vital though that is.

Research universities, teaching universities, university business schools and higher education provision in FE colleges all have a role to play.

The preliminary findings of the Witty Review have raised a number of questions, and the concerns from our sector are certainly not the only ones that have been expressed: universities have their own issues, and these are all important debating points.

But we have a voice too, and one that should be listened to in any debate on economic growth and industrial strategy.

We firmly believe that it is up to us — our sector must take the initiative and widen the debate to make sure the FE voice is heard.

Jack Carney, principal, Manchester College

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Labour taskforce plans for FE

Rebecca Cooney

@RebeccaKCooney

Labour's taskforce on skills is to publish its final report on FE, apprenticeships and qualification structure in the next three months, according to chair Chris Husbands.

The report will shape Labour policy on FE and skills, he said, and it follows an interim report in May.

A key recommendation in that earlier report was that all new vocational teachers should be required to have at least level two (GCSE A* to C) English and maths.

However, Mr Husbands suggested there was some doubt as to whether it would be included in the final report.

"We are not quite there with that recommendation," he told *FE Week* ahead of the Labour Party's four-day Conference in Brighton, which started yesterday.

"The interim report was our initial thinking, we haven't wrapped things up yet."

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said providers had a responsibility to ensure teachers had the skills to support learners.

"For the majority, this would include level two English and maths equivalent," he said.

Rob Wall, head of education and skills

policy at the Confederation of British Industry, said: "Good English and maths are vital and expectations should be set."

"We should remember, however, that competence and qualification are two different things — some great teachers struggled with exams at school so it is important to be flexible in how the tests are set."

Gill Clipson, deputy chief executive at the Association of Colleges, said a statutory requirement was "unnecessary".

She said: "Colleges, just like universities, don't need the law to set out the rules on teaching qualifications — we expect colleges will want this level of competence to be reached by trainee teachers by the end of their qualification."

Toni Fazaeli, chief executive of the Institute for Learning, supported Labour's initial idea that vocational teachers should have at least level two (GCSE A* to C) English and maths policy, and said the deregulation of teaching qualifications was "a glaring gap in national policy".

Mr Husbands agreed. "We do not believe that deregulating teaching qualifications is a way to secure quality teaching," he said.

"How we get from where we are to where we need to be requires more thinking. A highly qualified, highly skilled FE teaching force is really important."

Keeping lecturers' skills and experience 'fresh'

A Labour skills taskforce recommendation that vocational lecturers should spend time in industry every year was influenced by an idea from the Commission on Adult Vocational Teaching and Learning (CAVTL), said taskforce chair Chris Husbands.

The interim taskforce report in May said teachers needed "to keep their skills and experience fresh" — an idea Mr Husbands said had been influenced by CAVTL's Teach Too recommendation in its report published in March.

That idea aimed to ensure tutors are 'dual professionals', both in their subject area and in teaching.

"We think it's a sensible thing to do," Mr Husbands told *FE Week*.

Gill Clipson, deputy chief executive at the Association of Colleges, said: "We support the idea of staff secondments to industry and this is

not uncommon in our sector, but we'd like to see a reciprocal scheme which sees employers seconded to colleges as this would offer a two-way exchange of ideas, skills and techniques."

Toni Fazaeli, chief executive of the Institute for Learning (IfL), was also supportive.

However, she added: "Our experience is that colleges and providers can be reluctant to give teachers time for going into industry, and individual teachers can feel that they can't ask their managers for time to do this."

"A cultural shift is needed. Just as we all expect a surgeon operating on us to be up to date in surgical practices and developments, so too learners expect their teachers to be up to date in their specialist field as well as in teaching and assessment methods — true dual professionals."

Labour's skills taskforce members

Prof Chris Husbands (chair)



Dr Ann Limb OBE



Bill Thomas



Graham Cole



Jacqui Henderson CBE



Stephen Alambritis



Tom Sherrington



Tom Wilson



New policies due soon, says Hunt

New announcements about Labour Party policy on FE will be released within a month, Shadow Junior Education Minister Tristram Hunt told *FE Week* editor Nick Linford.

On a tour of Walsall College, the first college graded outstanding under Ofsted's current inspection framework, Mr Hunt said many policy ideas were still in the pipeline, but would be announced in the run-up to publication of the final report of his party's skills taskforce.

"The skills taskforce report is a significant piece of work because I think it shows that where our political energy is — with skills agenda, with FE colleges, with apprenticeships, with what Ed Miliband calls the forgotten 50 per cent," said Mr Hunt.

One recommendation from the interim report was that all FE teachers should have level two maths and English, which Mr Hunt said he

supported, along with the requirement for teachers to be qualified.

"We're very pro-qualification achievements. We want to upgrade the status of the teaching profession," he said, but warned the policy may need more thought.

"We need to make sure that this will work — if you have a brilliant Spanish cookery teacher who is teaching kids brilliant cookery skills but his English is not quite where it could be, does that preclude him from teaching those brilliant skills?"

"So we have to be sensible about the application but we are clear that English and maths are key to employability and success, and the people who are trying to make you employable should have those skills as well." He also hinted at the idea of a UCAS-style admissions system for FE.

"One of the things we're really interested in is how we make things simpler for progression through the education systems in terms of technical and vocational route," said Mr Hunt.

"We know the academic pathway through GCSE, A-level, and university is very clear to navigate and teachers are very good at telling pupils about that, but it's very unclear for technical

and vocational education, so creating a streamlined UCAS-style system is something we're going to be pushing for as a policy route." Mr Hunt declined to give his or the Labour Party's position on direct enrolment of 14 to 16-year-olds into colleges, but did warn that competition between different education providers could "create problems for pupils".

Ultimately, he said, he did not have any "hard and fast answers today".

Policy would depend on the findings of the skills taskforce and the review currently being carried out by David Blunkett into the local oversight of schools, said Mr Hunt, which would take the educational "landscape" — such as FE colleges — into account.

"The principle is clear — we want high quality teaching in FE colleges," he said.

Meanwhile, Mr Hunt also had praise for Walsall College, describing it as "impressive".

"On the one hand you've got a very rigorous focus on vocational achievement, getting people into work, but on the art and design floor they've clearly given the teachers space to get foundation students to think, be creative and innovate and not be too target driven," he said.

"An institution which can combine both very rigorous metric and outcomes and creativity seems to me to be outstanding."



Tristram Hunt MP and Walsall College principal Jatinder Sharma
Picture (including those on front page) by Emma Trimble for *FE Week*

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FE Week campus round-up



Emma Wilson and her new employer Ian Brooke

Vintage performance secures job

A photography student from Greater Manchester snapped up the chance of a full-time job following six months' work experience at a vintage-themed photography company.

Pendleton Sixth Form Centre's Emma Wilson, aged 18 and from Middleton, was given part-time work after six months' work experience at photographic studios HMS Vintage.

Business owner Ian Brooke offered to expand

the role to a full-time job if Emma got her predicted grades at A-level, which she did, receiving an A* in photography and a B in art and design.

Emma said: "As soon as I started working with Ian and the rest of the team, I realised that this was the career path I wanted to pursue.

"The work we do is really interesting and completely my style as it is quirky and unusual."

Kent designers go to MAD

Design students in Kent are getting creative with their futures through a design agency set up and run through their college.

MidKent College students work on live briefs for local businesses through MAD Creative, an in-house company designed to give students real life experience while at college.

Account manager Steve Cole said: "Not only do our local business partners receive a fantastic service at extraordinary value for money, but they also provide of students with invaluable experience that will increase their future employability."

MAD's team of professionals, including two graphic designers and former MidKent student and web developer Tony Medhurst, aged 23, will refine and polish students' ideas to help them create a high quality finished product.



MAD Creative graphic designers Isaac Fihosy (background) and Josh Bloy

From Saudi Arabia to the Cabinet Office



Khadejah Al Harbi, who has been accepted onto a civil service apprenticeship in the cabinet office

An international baccalaureate student could soon be saying 'Yes Minister' after landing a civil service apprenticeship in the Cabinet Office.

City and Islington College student Khadejah Al Harbi, aged 18, achieved top grades in each of her subjects and is now set to begin the two-year, level four apprenticeship for the government digital service, based in Holborn.

Khadejah, who is half English and half Saudi Arabian, came to the UK from Saudi Arabia in 2011.

She said: "I hope that I can learn more about how the government works, about government services and just what it's like to be in that kind of working environment."

She added that her ambition was to work for the UN with a focus on law and human rights.

Hancock looks at tracking progress



Skills Minister Matthew Hancock with REED NCFE director Tom Millar, principal, Janet Ellis along with Luke Ward, REED NCFE Employment Team Leader

Skills Minister Matthew Hancock dropped in on Telford College of Arts and Technology to find out what students and apprentices were up to.

Mr Hancock met current and past students and employers and looked at how learners' progression into employment was being tracked.

Principal Janet Ellis said: "It was a privilege and a great day for the college, particularly for the students and employers to showcase the students' talents and the vital role that our employers play in making our curriculum fit for purpose."

Mr Hancock also officially opened the college's new suite of creative studios and a Learning to Work Zone.

Want your college or training provider to appear on these pages?

Send your stories with pictures to news@feweek.co.uk including names, ages and course of students where applicable

Dancers headlining new students' festival



From left: Pierre Lafayette, student Kirstie-Jay Thwaites, 17, and Sia Lord.

New learners at Doncaster College were treated to a music festival, headlined by dance act Urban Jokers as part of their induction week.

Urban Jokers' Pierre Lafayette and Sia Lord have established themselves as one of the UK's top dance acts, having appeared on a variety of TV talent shows, including ITV's Britain's Got Talent.

They performed their fusion of street

dance and physical theatre in front of students, as well as staging a singing session.

Rosie Browning, aged 21, a level three creative media apprentice, said: "They were full of life and very funny, and their wacky routines, incredible coordination and crazy personalities showed through in their performance. I thought they were epic."

College walkers get active for hospice



From left: Gemma Catley, Patrick Wyatt, Anne Millet from the Hospice, Sue Lloyd, Ian Hamilton and Paul Twidale

North Lindsey College staff raised a whopping £2196.58 in the last academic year for a hospice with a series of activities.

The staff members did everything from facepainting and cake stands to half marathons and bingo, as well as a staff versus students football match to raise cash for Lindsey Lodge Hospice.

Sue Lloyd, quality and improvement lecturer;

said: "We chose Lindsey Lodge Hospice as our charity because we wanted to support somewhere locally and everyone is aware of the great work Lindsey Lodge does.

"Lots of local businesses and individuals helped us throughout the year by donating prizes, helping at and supporting events. We would like to thank everyone."

Dancing through Cheshire

A dance tutor in Cheshire is hoping she can help learners make all the right moves with a new belly dance evening class.

Professional dancer and teacher Olivia White is launching the class at South Cheshire College.

Olivia has performed under the professional name Majenta Dance all over the world, including for the Prime Minister of Bangladesh and at the opening of the London Indian Film Festival.

She said: "Although I've worked in a number of different countries, I'm based locally so it's great to be working with local people to improve their dance skills and give them something new to try, while promoting understanding and respect for different cultures."



Belly dance tutor Olivia White



From left: front, Catherine Anders, Poppy Grieves, and Leah George, all 17. Back, Mark Laing, 16, Scott Ryan, from NatWest, tutor Charlotte Thompson, Yogesh Patel, from NatWest, Lewis Hindle, 16, Jacob Fellows, 17, and tutor Carole Uske

Mexican menu night secures win

Macclesfield College business students tried not to get fired when they took on a challenge in the style of BBC TV show The Apprentice.

The extended diploma students were asked to bid for an event-hosting contract by representatives from NatWest as part of an enterprise day.

The students were asked to play the role of catering companies, planning and budgeting

menus and decorations for a themed event.

The winning team impressed the panel with their pitch for a Mexican-themed evening, while the runners up pitched an American-themed night.

Course leader Charlotte Thompson said: "This activity provided invaluable experience for the students, further strengthening their team work, communication and problem solving skills."

FE Week campus round-up

sponsored by **empra**



The first cohort of talented football players selected for the new Southampton Football Club Academy

New academy kicks off for 16 to 19s

City of Bath College has teamed up with Premier League football club Southampton to further the careers of talented young players. The Southampton Football Academy was launched this month giving 14 students the chance to combine their football development with academic studies on a two-year programme. The talented youngsters, aged 16 to 19, were chosen for their football ability, with many having previously played for youth teams such as at Bristol Rovers, Yeovil Town and Swindon Town. Course leader and personal tutor Paul Blenkinsopp said: "It's great opportunity for the students to experience what it's like to train and study like actual youth team players at any professional club. "We are hoping to help nurture the football stars of the future."

Hairdressers get the Commons touch



Andrew Jones MP takes a seat in the Revive salon as apprentice Libertie Westwood offers hair advice

An MP brushed up on all things apprenticeship when he visited West Nottinghamshire College. Apprenticeship ambassador Andrew Jones was given a tour of college facilities and met hospitality, catering, hairdressing and beauty apprentices. He also met principal Asha Khemka OBE and senior executives, local employers and apprentices for talks on local apprenticeships available. Mr Jones said: "I've been really impressed with what I've seen here in terms of the facilities and the apprentices themselves. "There's a huge buzz around the college — it's great to see students enjoying their learning and making great starts on new careers. "They're clearly some of the best ambassadors for apprenticeships."

Want your college or training provider to appear on these pages?

Send your stories with pictures to news@feweek.co.uk including names, ages and course of students where applicable

Jenni shows off garden handiwork



Tyne Metropolitan student Kayleigh Garratt, aged 28, models the nail designs of competition winner Jenni Tulip (right), 27

Talent bloomed as students in the North East enchanted judges with their 3D nail designs. A dozen level three nail technology trainees at Tyne Metropolitan College were pitted against each other in a nail technique competition. Jenni Tulip, from North Shields, won the contest with her detailed enchanted garden design. Second place went to Carmen Quinn, 39, from Wallsend; and, in third place was Naomi Curson, 20, from North Shields. Amber Button, teacher in beauty therapy the college, said: "All of the students produced some excellent designs for this competition; the amazing creative designs showcased the talented students' high standard of work."

MOVERS & SHAKERS

Your weekly guide to who's new and who's leaving



Carole Kitching

Newcastle College interim principal Carole Kitching has stepped up to become the 22,000 learner institution's new boss. She joined Newcastle College as deputy principal in March 2011 and in September last year was promoted to become an NCG (Newcastle College Group) group director. Ms Kitching became interim principal in January when predecessor Bev Robinson left to become principal at Blackpool and the Fylde College.



Richard Hollywood

"It is a privilege to have the opportunity to lead such an outstanding organisation on to further success on behalf of our young people, employers and those both in work and seeking work in our region," said Ms Kitching. Meanwhile, Mid Cheshire College also has a new principal. Richard Hollywood got the job following the retirement of previous principal John Reilly CBE.

If you want to let us know of any new faces at the top of your college or training provider, please let us know by emailing news@feweek.co.uk

Jobs

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www.hco.uk.com



Talent Training (UK) LLP is one of the largest, most dynamic, national training providers in the UK. Nationally delivering private, as well as publicly funded training to an impressive client base. They are seeking new talent due to recent expansion.

Can you help with their mission to achieve excellence and change lives?

Currently they have the following vacancies:

- Head of Curriculum & Quality (South Tyneside)
- Head of Funding & Compliance (South Tyneside)
- Training Advisors (National)

To see Job Descriptions and salary details, please visit www.talenttraininguk.com or contact Jenni Dodsworth at Jennid@hco.uk.com for further information.

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the skills network

leadership & improvement services

Interim opportunity - New Zealand
Competitive Salary

Quality Support Mentor 1 year placement

Northtec College serves the Northland of New Zealand and is a forward looking institution. Courses range from entry to postgraduate level and serve a diverse community.

An exciting opportunity has arisen for an experienced Senior Manager to support and mentor the newly appointed Director of Quality and assist the Quality Team to establish their role, focus, function and membership for a period of 12 months. This is a significant role and requires experience of UK Quality Systems.

The post will include flights, family accommodation, company car and a competitive salary.

The Skills Network are holding a briefing and interview day for shortlisted candidates.

Please contact Karla Archibald
karla.archibald@theskillsnetwork.co.uk
with a CV and supporting statement, or call
Ioan Morgan on 07740 419335 for
an informal conversation.

The Skills Network | Abbey Court | 10-16 Benedict Drive | Selby | North Yorkshire | YO8 8RY



Quality and Compliance Officer

Salary c.£22k depending upon experience and qualifications

Passionate about quality and work based learning? Nottinghamshire Training Network are seeking an experienced Quality and Compliance Officer to join the team based in our Mansfield office. NTN are a not for profit membership organisation representing our members across the region promoting work based learning and raising standards across work based learning provision.

The Role

NTN have a contract with the SFA to deliver a range of provision through our approved subcontractors your role will be to support our subcontractors to deliver training and assessment of the highest standard carrying out OTLAs, audit and review meetings. You will lead on the implementation of our quality systems and work with the team to produce reports, plans and sessions for our subcontractors and members. This is a varied role and will require local and regional travel.

The Person

Experienced within a work based learning environment with responsibility for quality you will have first-hand experience of SFA, Ofsted, IIP and Matrix requirements and educated to level 4 with teaching and verification qualifications. You will be able to work with learners and members at all levels and be professional in your approach to all aspects of the role. Flexibility and adaptability are essential characteristics for this post.

To find out more and apply please visit our website: www.ntn-wbl.org.uk.
Closing date for applications 2.00pm on 4th October, interviews will be held early October.



HEAD OF ACADEMIC PARTNERSHIPS AND MARKETING £65,000 - £79,000

We are looking for a dynamic and experienced education and/or marketing professional to join our senior management team to lead the development of our relationships and provision with school and university partners, and to lead our award winning marketing team.

As a tertiary college we recruit from more than 60 schools in the region and sponsor three local academies as part of our multi-academy trust. We also have a thriving higher education provision which we offer in partnership with five universities.

For further information visit www.bridgwater.ac.uk or telephone
01278 441221

Closing date: 12 noon Friday 27 September 2013

Interview dates: Monday 14 and Tuesday 15 October 2013



MI ComputSolutions

Quality and Curriculum Manager £28,000 - £35,000 (dependent on experience)

MI ComputSolutions delivers a range of education and training, welfare to work and employment services primarily across East, West and South London. MI ComputSolutions has successfully delivered multiple projects and contracts with excellent results demonstrated by over 95% of learners completing and achieving a qualification and progressing onto further education and/or sustainable employment.

The Quality and Curriculum Manager is responsible for the quality and curriculum management of Foundation and work based learning across the organisation. The role involves designing, developing systems and maintaining quality procedures of projects' curriculum, target setting and monitoring quality assurance and production of Quality Improvement Plans.

For further details and an application pack please contact 0207 501 6450 or email info@micomputsolutions.co.uk.

CVs will not be accepted.



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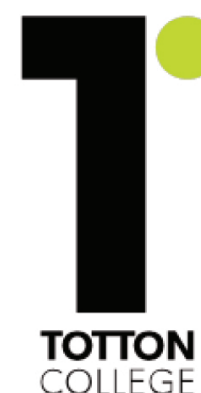
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This is a real opportunity to make a difference and have a positive impact on the learner journey.

For further information and to apply go to www.totton.ac.uk/college/aboutus/staffvacancies

Closing Date: 30 September 2013, 12 noon

www.totton.ac.uk



HEAD OF REGISTRY

37 hours per week

Darlington College provides outstanding Further Education, Higher Education, Apprenticeships and Tailored Training Solutions.

It is one of the most successful and dynamic Colleges in the North East. We will soon be appointing a Head of Registry. The successful candidate will be responsible for managing, developing and co-ordinating student data and funding systems across the College. They will ensure that information can be accessed, understood and used by the whole college team, to maximise the student experience and to optimise funding.

This is an opportunity to play a key role in an ambitious, innovative and enterprising management team. The successful candidate will be expected to play an integral part in embedding the vision of the Executive team.

Applicants should be educated to degree level, have advanced skills in database use, and significant experience of data and funding. Experience within the FE sector is desirable but not essential. The post holder will have strong leadership skills and will need to demonstrate the ability to manage a large team in a busy environment.

It is vital that the post holder can work to multiple deadlines and ensure timely

submission of accurate funding returns to the relevant authorities along with managing the effective operation and administration of exams. You will also need to be able to communicate effectively with staff at every level in the college.

For an informal discussion regarding this post please contact Jeremy Cook (Director of Finance & Funding) 01325 503179 who can provide full details of and requirements for the post.

For an application form and further details please visit www.darlington.ac.uk

Closing Date: 27 September 2013

Darlington College is committed to safeguarding children and successful candidates will be CRB checked. This college is an equal opportunities employer.



In addition to being assessed as financially outstanding, Gloucestershire College has recently been confirmed by Ofsted, British Council and RCHE inspections as one of the most successful colleges in the FE sector. Our new Principal, Matthew Burgess, and the Governing Body have set ambitious targets for the next three years, and to help us achieve our goals we are now looking for two exceptional individuals to join the College's Executive Team.

Vice Principal – Finance, Facilities & Commercial Activities Ref: M009

Ensuring the College maintains a sound on-going financial position, you will be responsible for all financial management information processes and commercial activity - both ongoing and new. An excellent understanding of funding initiatives/regimes is essential, as is a proven track record in managing the finances of a large, complex organisation. A clear, strategic thinker with great analytical and decision making skills, you are able to motivate and influence throughout the organisation and build effective working relationships both internally and with external bodies.

Vice Principal – Academic Delivery Ref: M010

A curriculum minded, innovative, forward-thinking professional, you will shape the College's HE Strategy, Adult and Community Strategy, manage all of the College's curriculum areas, as well as grow income from academic delivery areas. It means engaging positively with, and inspiring staff across all curriculum areas in the delivery of the highest standards and continually improved performance. It's also about ensuring we meet the needs of students, employers and our community, so your leadership and management skills, creativity and strategic vision will be key.

These are hugely important roles with rewards to match, including an attractive remuneration package, benefits and relocation.

For an informal discussion with the Principal, please phone Matthew Burgess on 01452 563451.

For more details and to apply, please visit www.gloscol.ac.uk/jobs

If you require an application pack call 01242 532085 or email: hr@gloscol.ac.uk

Closing date: Friday 4th October 2013.



Gold



gloucestershire college

www.gloscol.ac.uk/jobs

To advertise
with us call
Hannah Smith on
020 81234 778



Loughborough COLLEGE est. 1909

Loughborough College is looking to the future with confidence; committed to continued growth, building on existing partnerships and establishing new strategic alliances which continue to meet the needs of learners and stakeholders.

We have created a number of new curriculum-wide management positions to inspire, challenge and motivate teams and individuals to deliver teaching excellence and meet Loughborough College targets.

CURRICULUM MANAGERS – Up to £39,000 per annum

SUBJECT AREA LEADS – Up to £34,500 per annum

GROWTH AND INNOVATION MANAGERS – Up to £34,500 per annum

PLANNING AND PERFORMANCE MANAGERS – Up to £34,000 per annum

ENGAGEMENT AND PROGRESSION MANAGER – Up to £39,000 per annum

WORK RELATED LEARNING MANAGER – Up to £39,000 per annum

CLOSING DATE FOR APPLICATIONS: 5PM, WEDNESDAY 2ND OCTOBER 2013

For further information, and to apply online, please visit our website: <http://www.loucoll.ac.uk/job-vacancies>



HEAD OF QUALIFICATIONS RESEARCH AND DEVELOPMENT

SALARY: £42,000 PA

(according to ability
and experience)

We are seeking a professional and skilled Head of Qualifications Research and Development to direct, manage and develop an effective and efficient qualifications development function within the Qualifications Development Team, based in Chorley, ensuring that ABC Awards complies with the requirements of qualifications regulations and other external stakeholders.

The Head of Qualifications Research and Development will work with a range of stakeholders including employers, training providers, regulatory bodies, trade associations and professional bodies to design, implement and maintain high quality qualifications and associated support materials and resources.

The person appointed will be based at Robins Wood House, Aspley, Nottingham. However weekly travel to the Chorley office and relevant meetings will be required. A full clean driving licence is, therefore, essential.

If you believe you have the necessary experience and skills and can contribute to our continued success, please visit www.emfec.co.uk or www.abcawards.co.uk or contact **Tracy Roser** on **0115 8541628** or tracyr@emfec.co.uk

Closing date: 12 noon on Thursday 26 September 2013
Interviews: Tuesday 8 October 2013 at
Robins Wood House, Robins Wood Road, Aspley,
Nottingham, NG8 3NH

We do not accept CVs or late applications. No agencies please.

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We are recruiting for Academy Managers in the following locations:

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- Chelmsford
- Derby

Successful applicants may well have experience in managing Apprenticeships or other work-based learning and leading high performing teams.

We are also recruiting for the following key roles in our Academies nationwide:

- IT Trainers
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- Recruitment Executives – Employer or learner focused
- Administration and Learner Support



We are an equal opportunities employer and positively encourage applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.

To apply please forward your CV along with a letter outlining your experience for the role to: recruitment@3aaa.co.uk

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Deputy Principal, Curriculum, Quality & Customer Support

Attractive six figure salary and benefits package



GATESHEAD COLLEGE

Gateshead College is focused on transforming the learning experience for students, dedicated to delivering outstanding teaching and learning which is personalised, rooted in "real life", and designed to equip students with the qualifications and qualities to give them the best chance of success.

The newly appointed Principal & Chief Executive now requires a Deputy Principal of Curriculum, Quality & Customer Support to deliver an outstanding proposition to the learner. As part of the senior leadership team, reporting to the Principal & Chief Executive, you will inspire, motivate and provide exemplary strategic leadership. The post will require high quality input into a modern curriculum and will have a strong focus on all matters relating to quality and standards, planning and delivery as well as meeting financial targets.

To succeed you will develop strong relationships, inspiring others to follow, creating an environment where world-class learning and teaching will flourish. You will have an impressive track record in a senior learning, teaching and quality role, together with experience of strategic development and financial management.

For further detailed information and to apply, please visit www.aspenpeople.co.uk/gateshead

For an informal discussion please contact Donogh O'Brien or Katy Gall at our recruitment partners, Aspen People, on 0141 212 7555

Closing date: Friday 27th September 2013



TRIBAL working as one

Pre-Sales Consultant needed for FE team

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The pre-sales team provides vital support to the sales process, working closely with colleagues across the business to help achieve sales objectives. The pre-sales team is responsible for assisting with the sales of software and services into the FE sector with responsibility for demonstrations, bid writing support and product updates.

We are looking for an engaging, confident and ambitious problem-solver with excellent customer-facing, organisational and presentation skills. A can-do attitude and the ability to build and maintain effective working relationships are essential and the ideal candidate will be a natural communicator with the ability to influence and negotiate. A thorough understanding of the FE sector is required and knowledge and experience of ebs or similar solutions is highly advantageous.

If you would like to apply for this position, please send your CV to jobs@tribalgroup.com. The closing date is 1/10/13.

Tribal is an equal opportunities employer and positively encourages applications from all suitably qualified and eligible candidates. Tribal has publicly committed to this by signing up to the Two Ticks Positive About Disabled People scheme. This ensures that all disabled applicants, able to demonstrate that they meet the minimum criteria of the job description are guaranteed an interview. If you are disabled and feel this applies to you, please let us know by quoting 'I am eligible for a guaranteed interview under the two ticks scheme' in your covering letter.

A foundation for the future

The Education and Training Foundation enhances the professionalism of those who teach, train and work in education and training across industry, in colleges, in the wider community and in training organisations. Our aim is that learners benefit from a well-qualified, effective and up-to-date professional workforce. Delivering high quality and competitive services to learners and employers in the education and training sector requires high quality professionals.

We are now recruiting a number of key posts.

Director of Knowledge and Intelligence

£75,000 p.a.

Defining the strategy, directing the conversion of work into contracts, providing business intelligence initiatives and developing a core suite of reports to support the Delivery Plan.

Director of Leadership and Management

£75,000 p.a.

Design, create and advise on leading edge national strategies, including development of leadership capacity, training and development of managers, and development of governance and accountability functions.

Director of Professional Standards and Workforce Development

£75,000 p.a.

Design leading edge national strategies on the promotion of professionalism, apprenticeship frameworks, workforce qualifications, teacher training availability, and the resources and support to improve teaching.

Head of Communications and Sector Engagement

£60,000 p.a.

Planning, managing and delivering an extensive range of internal and external communications and stakeholder engagement activities and processes.

Head of Business Development

£50,000 p.a.

Develop business strategies to deliver key activities, focussing on ensuring value in the procurement of services whilst innovating and leading our Intelligent Procurement.

Head of CEO's Office

£50,000 p.a.

Providing secretariat support, liaison and co-ordination for the Chief Executive and leadership of the Foundation, managing relevant operational matters and implementing administrative systems.

Team Leaders

£40,000 p.a.

Co-ordinating and motivating teams and managing resources effectively, the Team Leaders will support collective leadership, knowledge sharing and relationship building across the organisation and the sector.

Business Development Facilitator

£35,000 p.a.

Developing suitable frameworks of suppliers, ensuring value for money and delivery, specifying tenders, negotiating and managing contracts and co-ordinating the provision of procurement expertise and advice.

Facilitator

£35,000 p.a.

High level administrative and research support including analysing data and preparing briefing notes and reports, providing research and background information and co-ordinating an administrative service for the team.

PR and Communications Officer

£30,000 p.a.

Handling planned publicity campaigns and public relations activities to promote the work of the Foundation and the drive towards knowledge sharing and relationship building across the sector.

Administrators

£25,000 p.a.

Responsibilities include general administrative support, assisting in the facilitation of meetings and minute taking, assisting in creating and maintaining records and maintaining central filing systems.

Programme Assessors (part time)

Competitive

In this influential role, you will ensure there is impartial and authoritative assessment of the effectiveness, efficiency and impact of the Foundation and its programmes.

For all roles, we offer competitive salaries and benefits packages.

The Education & Training Foundation is committed to ensuring equal opportunities during its recruitment and employment practices.

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Closing date:
9.00am Monday 14 October 2013

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- A robust quality assurance model supported by dedicated Apprenticeship Standard Verifiers

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ALWAYS LEARNING

PEARSON

FE Week Sudoku challenge

			2	6	9			
	3	2		8		4	6	
		1				8		
1		3		2		9		5
			7		8			
7		9		5		6		8
		4				5		
	6	5		4		7	3	
			6	7	5			

Difficulty:
EASY

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

5			4		1		8	
							1	6
		4		7	9			3
			2	1		8		9
					8			
8		9		6	5			
7			5	4		3		
9	3							
	2		1		3			5

Difficulty:
MEDIUM

Last Week's solutions

5	4	6	1	8	3	7	2	9
3	7	9	5	6	2	8	1	4
1	8	2	4	7	9	5	3	6
4	3	8	9	2	6	1	7	5
7	2	5	8	4	1	9	6	3
9	6	1	3	5	7	4	8	2
8	3	1	6	9	5	2	4	7
6	5	7	2	1	4	3	9	8
2	9	4	7	3	8	6	5	1

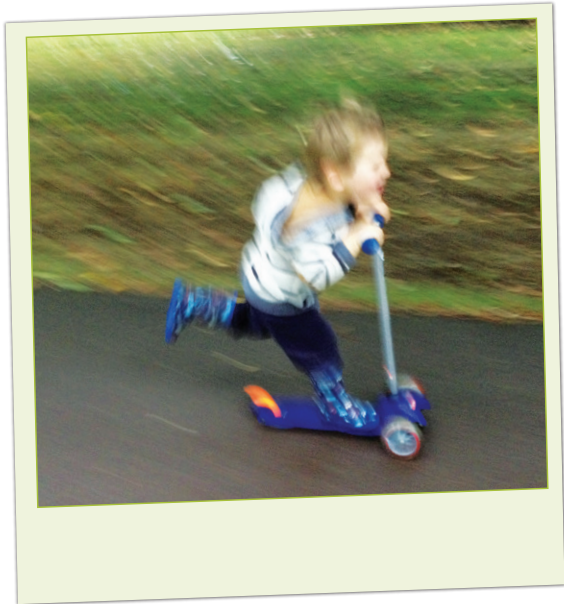
Difficulty:
EASY

6	1	8	3	5	2	9	4	7
7	9	3	6	1	4	5	2	8
4	2	5	7	9	8	6	3	1
9	7	2	5	6	3	1	8	4
1	5	6	8	4	7	2	9	3
8	3	4	1	2	9	7	6	5
5	6	9	4	3	1	8	7	2
3	8	1	2	7	6	4	5	9
2	4	7	9	8	5	3	1	6

Difficulty:
MEDIUM

FE Week mini-mascot

Follow the adventures of *FE Week's* biggest and smallest fan!



"Mostly this week I've been scooting so fast I'm just a blur"

You can also follow our *FE Week* mini-mascot on Twitter @daniellinford